

## ***CTE Standards Unpacking Fashion Design***

**Course:** Fashion Design

**Course Description:** Fashion Design is an applied knowledge course intended to help students explore different aspects of careers in the fashion design industry. Students will study the history of the fashion industry, elements and principles of design, textile composition, and fashion illustration. Students will explore trends in fashion design and engage with industry specific technology used to produce fabrics and create fashion lines.

**Career Cluster:** Arts, A/V Technology, Communications

**Prerequisites:** None

**Program of Study Application:** Fashion Design is a Level 2 pathway course in the Arts, A/V Technology and Communication cluster, visual arts and performing arts pathways.

<b>INDICATOR #FD 1: Explore opportunities in the fashion industry.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept):</b> Classify career opportunities in fashion design		
<b>SUB-INDICATOR 1.2 (Webb Level: 1 Recall):</b> Identify basic resources commonly used in the fashion design industry		
<b>Knowledge (Factual):</b> -Fashion design careers  -Fashion design basic resources	<b>Understand (Conceptual):</b> -Variety of career opportunities in fashion design  -How resources help designers create products.	<b>Do (Application):</b> -Compare career opportunities in fashion design  -List basic. resources used in the fashion design industry.
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Research the role of a fashion designer in the fashion production process.</li> <li>• Research and present information on a current fashion designer, including the market segment for which he/she designs ad his/her career path.</li> <li>• Create a poster that illustrates the effect of world design centers on career opportunities in fashion design.</li> <li>• Label given resources commonly used in the fashion design industry.</li> </ul>		

<i><b>Academic Connections</b></i>	
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>  RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>  -Comparison/contrast of career opportunities

<i><b>INDICATOR #FD 2: Exhibit ethical and legal conduct in the fashion industry</b></i>		
<i><b>SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking):</b></i> Differentiate legal and copyright issues related to the fashion design industry		
<i><b>SUB-INDICATOR 2.2 (Webb Level: 1 Recall):</b></i> Identify professional codes of ethics		
<b>Knowledge (Factual):</b> -Copyright and fair use laws  -Code of ethics	<b>Understand (Conceptual):</b> -How laws protect designers and owners.  -How professional codes of ethics guide professional behavior.	<b>Do (Application):</b> -Research laws that affect the fashion design industry.  -Evaluate professional codes of ethics for the fashion industry.
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>Research and present historical legal and/or copyright cases, and their application to current design issues.</li> <li>Rewrite professional code of ethics for personal understanding.</li> </ul>		
<i><b>Academic Connections</b></i>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>	

<b>INDICATOR #FD 3: Analyze the relationship between history and fashion.</b>		
<b>SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking):</b> Interpret the influences of art and media on fashion		
<b>SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking):</b> Differentiate how politics, society, economics, culture, and aesthetics influence fashion		
<b>Knowledge (Factual):</b> -Art and media influences on fashion  -Political, economic, cultural and aesthetic influences on fashion	<b>Understand (Conceptual):</b> -How art and media influence fashion.  -How political events, state of the economy, culture, and aesthetics influence fashion.	<b>Do (Application):</b> -Research effect art and media have on fashion.  -Cite evidence of the influence of political events, state of the economy, culture, and aesthetics on fashion and create a presentation for classmates.
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>Evaluate a variety of media presentations and write an essay detailing how the media influences today's fashion.</li> <li>Using old yearbooks, catalogs, magazines or the Internet, compare how past styles are influencing present fashion design.</li> <li>Research changes in clothing for the past 50 years and construct a clothing history timeline with illustrated fashions and important events.</li> </ul>		
<b>Academic Connections</b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>  11-12.RH.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>  -Work with a local museum to prepare a display on the history of fashion in local community and create a cited, textual card that states important information regarding the fashion influences.	

**INDICATOR #FD 4: Evaluate performance characteristics of textiles and textile**

<b>products</b>		
<b><i>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept):</i></b> Classify clothing details used to recognize, understand, and interpret fashion		
<b><i>SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking):</i></b> Evaluate fibers, yarns, fabrics and finishes for end use		
<b>Knowledge (Factual):</b> -Clothing details  -Textile terminology	<b>Understand (Conceptual):</b> -How the use of clothing details help designers develop new fashion and trends.  -How characteristics of fibers, yarns, fabrics and finishes determine use.	<b>Do (Application):</b> -Categorize clothing details in fashion.  -Assess characteristics of fibers, yarns, fabrics and finishes in fashion design and incorporate them into a design
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Select a clothing item and write a paragraph that describes clothing details.</li> <li>• Conduct fiber and fabric tests and develop a resource manual that highlights fiber, fabric and finishes characteristics.</li> <li>• Students participate in a field trip to examine fiber content and fabric type of current fashion.</li> </ul>		
<b><i>Academic Connections</i></b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>  11-12.W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>  -Students write and present an analysis report of findings.	

**INDICATOR #FD 5: Design fashion products.**

<b>SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking):</b> Critique fashion for application of the elements and principles of design		
<b>SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking):</b> Critique how color theory and color forecasting impact fashion design		
<b>SUB-INDICATOR 5.3 (Webb Level: 4 Extended Thinking):</b> Create a fashion line		
<b>Knowledge (Factual):</b> -Elements and of design  -Procedure components for developing a line of clothing (i.e., researching trends and preparing sketches color plates, and presentation boards)	<b>Understand (Conceptual):</b> -Effects of elements and principles of design on creation of garments.  -Effect of color theory and color forecasting in creating fashion.  -Relationship of a fashion line to a designer's entire collection.  -Principles of design  -Color theory and color forecasting	<b>Do (Application):</b> -Assess a clothing item for use of elements and principles of design.  -Differentiate designs from different eras for use of color.  -Research the procedures for developing a line of clothing
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Create a portfolio that illustrate use of elements and principles of design in fashion.</li> <li>• Evaluate current fashion garments for elements and principles of design.</li> <li>• Interview a person in the fashion industry about resources available to designers for information on fashion trends and color forecasting.</li> <li>• Using fashion resources, research the current fashion and color trends and write an industry fashion report on your findings.</li> <li>• Prepare a portfolio of fashion illustrations for a fashion line.</li> </ul>		
<b>Academic Connections</b>		

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
11-12.SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	-Students will present the fashion illustration portfolio for a fashion line to a local clothing store owner.

### **Additional Resources**

Utah Education Network – Fashion Design Studio -

<http://www.uen.org/core/core.do?courseNum=200306>

Utah Education Network – Apparel Design and Production -

<http://www.uen.org/core/core.do?courseNum=200113>

SDMyLife - <http://sdmylife.com/>

FCCLA STAR Events – Fashion Design, Career Investigation, Illustrated Talk -

<http://fcclainc.org/programs/star-events.php>

FCCLA Skill Demonstration Events – Fashion Sketch, Interviewing Skills -

<http://fcclainc.org/programs/star-events.php>

Institute of Design and Technology of South Dakota - <http://www.idtsd.org/home/>